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ABSTRACT

This document reviews the experiences of College Bound, a joint four-year Boston Public Schools/Boston College enrichment and support program for multicultural, urban, public high school students. The program was designed to supplement the regular high school curriculum and was intended to refine basic skills, stimulate critical thinking and problem solving, motivate achievement, and raise the self-esteem, leadership, college, and career aspirations of participating students. The report notes that 63 percent of the first group enrolled (class of 92), completed the program, graduated from high school, and entered college. Among the elements mentioned as critical to the program are: (1) commitment of the high school to the program; (2) designation of a key individual from the school to maintain close contact with students, their families, their teachers, and university personnel; (3) on-going contact with participating students year-round; and (4) assignments planned around needed critical skills (e.g., reading across content areas, critical writing and analytical skills, and strong communication skills). Also noted are the importance of introducing high school students to time management and planning, and of challenging students to fulfill high expectations. Tables give program components, demographic information, and Scholastic Aptitude Test results. Additional information on the College Bound program is appended. (BF)

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The Fund for the Improvement of Postsecondary Education

ED 414 824

Grantee Organization:

Boston College
Boston College Collaborative
School of Education/CASE
Chestnut Hill, MA 02167

Grant Number:

P116B91302

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Year 3	$40,487
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The Fund for the Improvement of Postsecondary Education
FIPSE Final Report

College Bound

1989 - 1992

B. Summary

College Bound is a four-year school/university enrichment and support Program committed to increasing access to and retention in postsecondary education for participating multicultural urban public high school students. This Program supplements the regular high school curriculum two Saturdays a month to: refine basic skills; stimulate critical thinking and problem solving; instill motivation to achieve; and raise the self-esteem, leadership, college, and career aspirations of its students. A valuable linkage between public education and higher education, College Bound has enhanced the lives of its '92 students now attending college and those in the Class of '94.

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Project Reports and Products

1. 30 minute video of the College Bound Program
2. College Bound Student Handbook (1988 and Revised, 1990)
3. Summary and Evaluation of the College Bound Program at Boston College, 1987-1888
4. College Bound Bulletins
5. Songs of the Computerized Muse: Reflections on College Bound 1888-1989
6. An Exemplary Four Year School/University Partnership Program Promoting Access and Retention to Higher Education for Urban High School Students. Paper presented at the 1992 American Educational Research Association Annual Meeting, San Francisco, CA.
7. College Bound Class of 1992: Four Year Evaluation Report

The Fund for the Improvement of Postsecondary Education
FIPSE Final Report

College Bound

1989 - 1992

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B. Executive Summary

A. Project Overview. College Bound, a student-focused initiative, is committed to increasing meaningful access to and retention in institutions of higher education for participating multicultural urban public high school students. This four-year school/university enrichment and support Program supplements the regular high school curriculum to: enrich and refine basic skills; stimulate critical thinking and problem solving; instill motivation to achieve academic excellence; and raise the self-esteem, the leadership potential, and the career and professional aspirations of its students.

B. Purpose. Urban high schools have neither the staff, necessary time, nor the additional resources to assist and support racially diverse students with academic potential in encouraging them to aspire to and in preparing them for higher education. Not only do four year institutions of higher education across the country stand to lose the rich ethnic, economic, and cultural diversity which serves to enhance the experience of all students, but growing segments of the population will remain disenfranchised. We cannot afford to waste these most valuable resources.

C. Background and Origins. Concern with the retention rates of multicultural urban public high school students in higher education was the primary impetus behind the creation of the College Bound Program. In the fall of 1987 the President of Boston College and the Community Superintendent of the, then, Boston Public Schools (BPS) District B met to discuss this serious problem. College Bound was, subsequently, conceptualized as a shared commitment between the University and the BPS to provide participating inner-city youth with the skills and the motivation for meaningful access to and retention in quality four-year programs in higher education. This enrichment and support Program was designed by both BPS and University personnel working together in the winter and spring of 1987-1988. Through College Bound motivated high school students who were "at-risk" due to their personal and academic backgrounds begin their preparation early in their academic careers for success in college.

In the spring of 1988, a multicriteria approach identified potential middle school students. A three-tiered screening process ensued that began at the middle school with the initial identification of students. Screening Committees at each high school rank ordered student applicants. Finally, a Screening Committee at the college reviewed and recommended the top 30 students who were invited to participate in the Program.

D. Project Description. The goals of College Bound which meets two Saturdays a month from September to June from 9 am to 2 pm on the Boston College campus are to:

- develop and refine academic skills of students by supplementing their high school program with enrichment classes and summer readings and assignments;
- enhance self-esteem, leadership, and career aspirations through classes, counseling, recreational, social, and cultural supportive activities;
- motivate students to complete high school and college by providing University and business mentors, exposure to a college environment, summer employment, and financial impetus; and
- encourage active parental involvement through ongoing communication and activities for students and their families.

More specifically, Program experiences are designed to: enhance the development of reading, writing, mathematics, critical-thinking, problem-solving, computer, study, research, test-taking, and communication skills; encourage and support students in maintaining exemplary grades and as role models in their high schools and communities; and expand self-awareness to further high school graduation and the acceptance and graduation rates of these students in quality institutions of higher education.

In June of 1988, 27 students became the first College Bound Class of '92. Seventeen or 63% of these students remained in the Program, successfully graduated from high school, and are now continuing their education in college —15 of these students are in their freshmen year at Boston College on full tuition scholarships. Today, 42 BPS high school students are participating in College Bound —comprising the Class of '94. The 17 students who graduated in the pilot Class of '92 were 71% female and 29% male and were: 53% Black, 29% White, 12% Asian, and 6% Hispanic. The 42 students from the Class of '94 who began the Program in the fall of 1990 are 67% female and 33% male and are 55% Black, 19% White, 14% Hispanic, and 12% Asian. These students come from ten communities throughout the City of Boston. All of '92 students maintained a B or better GPA in their high school courses. Five or 29% of these students had an A- average with eight or 47% maintaining B+ or B averages. Four or 24% of students had overall GPAs of B-. Students had a 93% rate of attendance in their high schools and in College Bound, their Saturday attendance rate was approximately 95%.

College Bound is a partnership effort between an urban public school system, its participating high schools, and Boston College. Providing a valuable linkage between public education and that of postsecondary education, the Program is staffed by more than a dozen University, BPS, and other educators interacting together. It is a program dependent on the contributions of a multitude of sources. College Bound is also a partnership with local businesses who provide financial support, assistance with mentors, summer jobs, and their time and suggestions to help improve the Program.

It is a program of shared expectations and shared commitments with each partner assuming different responsibilities under the purview of their respective institutions. The Program provides enrichment and support, while the high schools are responsible for providing the basic skills and tutorial assistance. It is, therefore, important that high schools are active participants both in terms of staffing and on-going communication with University staff. Further, the benefits of having a cadre of students from several high schools versus a few students from public high schools throughout the city directly benefits participating students, the high schools involved, and the Program. Participation can assist a high school in attracting academically motivated students. College Bound students are role models for students within their high schools. They are involved in student government, athletics, and a variety of clubs and

extracurricular activities as well as in their communities. Due to their motivation and positive attitudes toward education they are an exciting group of students to work with and to nurture.

E. Project Results. Evaluation results show that '92 students were proud to be in College Bound and felt that they had been better prepared than their peers for college. College Bound students consistently reported that the Program helps them to be more self-assured and aware of their own potential and capabilities. This observation is confirmed by many of the students' high school teachers. Parents also felt that College Bound benefits their children both academically and personally. The extra support provided by the Program helps to keep their children focused, provides a safe place for them to go two Saturdays a month, and gives them the impetus to strive to do their best.

College Bound not only encouraged them to improve their academic achievement, but familiarized them with a college campus and the requirements necessary for acceptance into college. "It showed me what I need to do to prepare me for college." College Bound "...made me realize that I am a leader in many ways." It helped students realize that they are capable of achieving and doing more than they had originally envisioned. Students are glad that they were chosen to participate and they believe that what they have learned in the Program will help them in college as well.

College Bound has met its goal of providing academic enrichment and support to participating high school students to insure that they successfully graduate from high school and are accepted into a four-year college or university. All of it's students graduated in the top ten percent of their graduating classes. The 15 students who applied to Boston College were accepted and awarded full four-year tuition scholarships. Of the two remaining students, one is attending the University of Massachusetts/Boston and the other is at Salem State College. The Program has positively enhanced the lives of its 17 students who are in college and the 42 students in the Class of '94. Currently, Boston College is pursuing funding from a variety of sources to persevere and sustain the College Bound Program. Preparation is underway for a third cohort group of 60 new eighth grade students to begin College Bound in the spring of 1994.

F. Summary and Conclusions. The problem of increasing the retention of urban high school graduates once they enter college —as recognized by the College Bound Program— will not be fully resolved until successful strategies provide these students with the skills, perspective and confidence needed to graduate from college. It is in this context that the need to extend opportunities for academic enrichment and support gains, rather than decreases, in its importance. Indeed, such thoughtful intervention increases opportunities for students targeted for direct participation and strategically shakes the assumptions of their peers. No single program can serve as a panacea to the needs of urban school students, but the College Bound Program can provide (and has provided) a successful intervention that increases such opportunity and endows high school students with a sense of greater potential in their lives. Further, as our society becomes increasingly more reliant on technology within all areas of our lives, the problem of adequately preparing urban students academically and personally for more sophisticated and technical professions is on the raise.

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3. Percentage of College Bound Students by Race by Academic Year
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Boston Public Schools
Boston College Collaborative

The Fund for the Improvement of Postsecondary Education
FIPSE Final Report

College Bound

1988 - 1992

A. Project Overview

Concern with the retention rates of multicultural urban public high school students in higher education was the primary impetus behind the creation of the College Bound Program. In the fall of 1987 the President of Boston College and the Community Superintendent of the, then, Boston Public Schools (BPS) District B met to discuss this serious problem. A desire to strengthen the non-examination high schools within the BPS was yet another concern voiced at this meeting. College Bound was, subsequently, conceptualized as a shared commitment between the University and the BPS to provide participating inner-city youth with the skills and the motivation for meaningful access to and retention in quality four-year programs in higher education.

This enrichment and support Program was designed by both BPS and University personnel working together in the winter and spring of 1987-1988. Through College Bound motivated high school students who were "at-risk" due to their personal and academic backgrounds begin their preparation early in their academic careers for success in college. According to a 1986 "Research Report: Improving Minority Retention in Higher Education: A Search for Effective Institutional Practices" by Educational Testing Services (ETS), retention is more than simply keeping students in school until they graduate. It is also "motivating students to aspire to higher education, preparing them for the rigors of a college career, assisting them to matriculate, helping them finance their education, and offering them academic and personal support during their college years." This is exactly what College Bound and Boston College is doing. Urban public high schools do not have the financial and other resources nor the personnel to provide the supplemental and enrichment services inherent within College Bound —services crucial to raise the motivation, self-esteem, academic, and career aspirations, and leadership skills of its students to achieve success in high school and in college.

In the spring of 1988, 85 eighth grade BPS middle school students applied to the Program. A College Bound Student Application Package (Appendix 1) used a multicriteria approach to identify potential students that included for each student: a principal recommendation; middle school academic, conduct, and effort grades; middle school attendance; a three-page questionnaire completed by five middle school teachers which asked them questions about a student's academic behaviors, motivation, leadership skills, and self-esteem as well as a teacher recommendation; a brief student questionnaire; a two-page hand written essay; and a parent survey.

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Table 1

College Bound Program Components By Grade Level

College Bound Program Components	Grade Level			
	9th	10th	11th	12th
Academic				
English—Reading & Writing	•	•	•	•
Mathematics	•	•	•	
Science		•		
Computers & Word Processing	•	•	•	•
Summer Reading Assignments & Reports	•	•	•	
Testtaking		•	•	
Support				
Counseling	•	•	•	•
Student Leadership	•	•	•	•
College Awareness	•	•	•	
Career Education	•	•	•	
Public Speaking	•		•	
Study Skills	•		•	
Organization Skills	•		•	
Stress Management			•	
College Applications & Financial Aid			•	•
Time Management				•
Transition To College				•
Mentor Program		•	•	•
Recreational Activities on Campus	•	•	•	•
College/Social Activities	•	•	•	•
Cultural Experiences	•	•	•	•
Family Involvement	•	•	•	•
Summer Jobs	•	•	•	•

A three-tiered screening process was then implemented that began at the middle school with the initial identification of students. Screening Committees where formed at each high school to review and rank order student applicants. Finally, a Screening Committee at the college reviewed and recommended the top 30 students who were invited to participate in the Program. In June of 1988, 27 students entered College Bound in the pilot Class of '92. Seventeen or 63% of these students remained in College Bound, successfully graduated from high school, and are now continuing their education in college —15 of these students are in their freshmen year at Boston College on full tuition scholarships. Today, a second class of 42 BPS high school students are participating in College Bound —comprising the Class of '94.

The College Bound Program provides academic enrichment and academic and personal support to students two Saturdays a month throughout their high school years. Students arrive on campus at 9 am and do not leave until 2 pm after attending four hours of instruction which includes a variety of content and other topic areas important to academic success. Table 1 presents the program components within the College Bound Program broken down by grade level.

The Program has supported two classes of participating students to date. The 17 students who graduated in the pilot Class of '92 were 71% female and 29% male and were: 53% Black, 29% White, 12% Asian, and 6% Hispanic. The 42 students from the Class of '94 who began the Program in the fall of 1990 are 67% female and 33% male and are 55% Black, 19% White, 14% Hispanic, and 12% Asian. These students come from ten communities throughout the City of Boston. Table 2 presents a demographic profile of students in the Classes of '92 and '94.

Table 2

College Bound Student Demographic Information:
Classes of 1992 and 1994

	CLASS OF 1992				CLASS OF 1994				CLASSES OF '92 & '94	
	HIGH SCHOOLS		SUMMARY		HIGH SCHOOLS		SUMMARY		SUMMARY	
	HPHS	*WRHS*	*Total*	*%*	*BHS*	*WRHS*	*Total*	*%*	*Total*	*%*
Gender										
Male		05	05	29%	09	05	14	33%	19	32%
Female	07	05	12	71%	12	16	28	67%	40	68%
Total	07	10	17		21	21	42		59	
Race										
Black	07	02	09	53%	12	11	23	55%	32	54%
White		05	05	29%	01	07	08	19%	13	22%
Hispanic		01	01	06%	03	03	06	14%	07	12%
Asian		02	02	12%	05		05	12%	07	12%
Total	07	10	17		21	21	42		59	

Twenty-seven students from five middle schools initially began two weeks of orientation in June, 1988 on the Boston College campus prior to entering two participating BPS high schools —Hyde Park and West Roxbury High Schools. Over the first four years of the Program, four students withdrew due to personal or medical problems, the families of four students moved out of the city, one student was dropped due to serious behavioral problems, and another transferred to a vocational/technical high school at the insistence of his father.

College Bound has experienced its first benchmark of success —its first class has graduated from high school in the top of their classes and are all attending four year colleges and universities. The next benchmark of success for College Bound will be obtained when these students successfully graduate from a four-year under-graduate program and continue their education or begin their professional careers.

Next spring, the success of College Bound will again be tested when our second Class of '94 students graduate from high school and are accepted into four-year institutions of higher education. We anticipate the same rate of success in being accepted into college for these students as for the students in the pilot class.

B. Purpose

Our hope for the future lies in our well-educated youth. Yet, a crisis exists in higher education: colleges and universities are finding it increasingly difficult to attract and retain low-income urban youth. Institutions of higher education must act quickly to reverse this trend.

Unfortunately, while a variety of college admissions programs for urban youth exist, the substantial gains made in enrollment specifically for minority students over the last decade are being eroded by an even higher attrition rate. Retention rates for these students in postsecondary schools fall as low as 10% nationally. Among the many confounding factors that contribute to these rates are the critical impediments of: lack of the necessary academic skills as indicated by low grades; absence of role models who inspire motivation to acquire an education; limited finances and lower educational levels of students' families; and poor self-esteem. Staffs in urban high schools have neither the time nor the resources to assist these students adequately. Without assistance and support, these students with academic potential will continue to drop out of higher education, if moved to apply and are accepted in the first place. Not only do four year institutions of higher education across the country stand to lose the rich ethnic, economic, and cultural diversity which serves to enhance the experience of all students, but growing segments of the population will remain disenfranchised. We cannot afford to waste these most valuable resources.

The problem of access and retention in higher education and how it is attained as conceptualized under the College Bound Program will not be fully realized until its first class of students graduate from college four years from now. However, the need to provide enrichment and support for urban students desirous of a college education continues as the fiscal crises and crime rates within our urban centers worsen. Further, as our society becomes increasingly more reliant on technology within all

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areas of our lives, the problem of adequately preparing urban students academically and personally for more sophisticated and technical professions is on the raise.

One salient aspect of College Bound is that it is truly a partnership effort between participating high schools and Boston College. It is a program of shared expectations and shared commitments with each partner assuming different responsibilities under the purview of their respective institutions. College Bound is designed to supplement students' high school program, it is not a remedial nor a tutorial program. It provides enrichment and support, while the high schools are responsible for providing the basic skills. If a student experiences academic difficulties within their high school, it is the responsibility of the respective high school to provide whatever assistance and/or tutoring is necessary to raise a student's grade(s) appropriately. It is, therefore, extremely important that the expectations, commitments, and responsibilities of each institution be explicitly discussed and delineated before a high school and a college enter into any kind of partnership arrangement.

High schools must be active participants in the Program both in terms of staffing and being in constant contact with School/University Collaborative staff —the office at Boston College that coordinates the College Bound Program. A key contact person within each high school is crucial —a person who is in daily contact with the students and is easily accessible to Collaborative staff. The Collaborative determines the interest of a high school, their commitment, and what support they are able to allocate to College Bound by requesting interested high schools complete a College Bound High School Application (Appendix 2).

Further, the Collaborative and College Bound has found that in a large urban school system, the benefits of having a cadre of students from several high schools versus a few students from public high schools throughout the city directly benefits participating students, the high schools involved, and the Program. Participation can become important in attracting academically motivated students to their high school. College Bound students become role models for their peers and other students within their high schools as they are involved in student government, athletics, and a variety of clubs and extracurricular activities. Due to their motivation and positive attitudes toward education they are an exciting group of students to work with and to nurture.

C. Background and Origins

The context for College Bound is under the auspicious of the Boston College Collaborative. Although the Collaborative is directly responsible for coordinating the numerous activities of the Program, all planning and scheduling is done in concert with the BPS and the involved high schools. The Collaborative has worked with the BPS since the advent of court-ordered desegregation in the spring of 1975 and has a wealth of experience in conducting programs throughout the public schools of the City of Boston. Boston College had been paired with West Roxbury High School (WRHS) even before it opened in the fall of 1980 and has since this time had an ongoing relationship with the school. When the BPS reorganized in the fall of 1987, the University was also paired with Hyde Park Hyde School (HPHS) and, like WRHS, had prior relationships with the high school. These relationships were important in establishing the pilot Program in these two high schools. When HPHS opted to not

have a second class of College Bound students due to another new program which had recently been introduced to the school in accordance with its magnet finance theme, Brighton High School (BHS) was one of two other BPS high schools that applied to become a College Bound high school site. BHS is as close to the University on one side of the campus as WRHS is on the other side —entailing an approximately two to four miles distance. However, students attending these BPS high schools and College Bound come from throughout the City of Boston.

These high school are three of 15 BPS community high schools. The BPS also has three examination high schools which in the sixth and the eighth grades tend to enroll the most academically able students throughout the city, leaving the community high schools with a much more diverse student body academically. Due to the types of behavioral and other problems inherent today in most inner city public high schools, the necessary support and assistance for those students who are academically motivated and desirous of a college education is not adequately available. College Bound was conceptualized to assist high schools in their efforts to bridge the gap between high school and college to further ensure that once these students enter college, they will, in fact, graduate from postsecondary education.

Further, College Bound was conceived as a program to be supported by a multitude of institutions who share the same commitment to preparing urban youth for a better future through a college education. The Massachusetts State Department of Education assisted in the planning phase in the winter and spring of 1988 through Chapter 636 funding to the BPS and Boston College. In the year prior to funding from FIPSE, the program was funded through the BPS, Boston College, and a $250,000 pledge over a five year period from the Bank of New England. However, in June of 1990, it had to suspend payment of $130,000 due to a fiscal crisis within the Bank. Since this time, in addition to FIPSE, other local institutions have pledged smaller amounts to help support and continue the Program. These institutions include: the Bank of Boston, Bull H.N., New England Telephone, Polaroid Foundation, and State Street Foundation. A Massachusetts Educational Opportunity Program grant has also assisted College Bound over the last two years.

Since planning began in 1987, over $550,000 has been raised or granted to support College Bound. Although Boston College and the BPS invest time, effort, and fiscally, this Saturday program presently costs approximately $2,000 a year for each student. The five hours each Saturday requires that instructors be reimbursed for preparing and teaching classes, attending meetings, and their involvement in follow-up activities. At least one staff person needs to be attendance the entire day as well as a work study student or graduate assistant to simply deal with all of the tasks and coordination necessary to make the Program run smoothly each Saturday.

The College Bound Program really has two settings. Although it is conducted on the campus of Boston College two Saturdays a month throughout students four years of high school, what happens within the schools of participating students on a daily basis is also an important element to the overall success of the Program. Therefore, it is crucial that a high school is thoroughly committed to the concept of College Bound and that communication and trust is continually maintained. Participating students placed in the same honors or college classes together within their high schools

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allows for further support among the students themselves. Such placement ensures that Saturday classes are supplementing and further enriching the needs of students. Students within each respective high school are assigned to the same one or two guidance counselors with whom they interact over four years and with whom Collaborative staff are in regular contact. Each high school must also designate one individual as the key contact person from that school with whom the Collaborative is in continual communication and who assists the Project Director in the administration of College Bound during the Saturday sessions. Each high school contact person can easily address students' and University personnel questions or concerns within their respective high school. This person is in regular contact with students' high school teachers and monitors students' behavior and achievement at their respective schools.

Within the past four years, two College Bound classes have been initiated —the first class initially inviting 30 students to participate and the second class 60 students. It is our experience that beginning with a smaller class may not be as economically feasible, but is more manageable in terms of scheduling, staffing, counseling, and student-student and student-staff interaction. However, until the second class has graduated from high school and college, the benefits to students of the most appropriate class size can not be determined.

D. Project Description

College Bound is committed to providing direct services to multicultural urban public high school students in order to increase meaningful access to and retention in institutions of higher education for participating students. The Program supplements the regular high school curriculum to: enrich and refine basic skills; stimulate critical thinking; instill motivation to achieve academic excellence; and raise the self-esteem, the leadership potential, and the career and professional aspirations of its students. College Bound provides a valuable linkage between public education and that of post-secondary education through assisting participating students to reach their full potential both academically and personally.

• Program Goals —Academic Enrichment and Support The goals of the College Bound Program which meets two Saturdays a month from September to June from 9 am to 2 pm on the College campus are to:

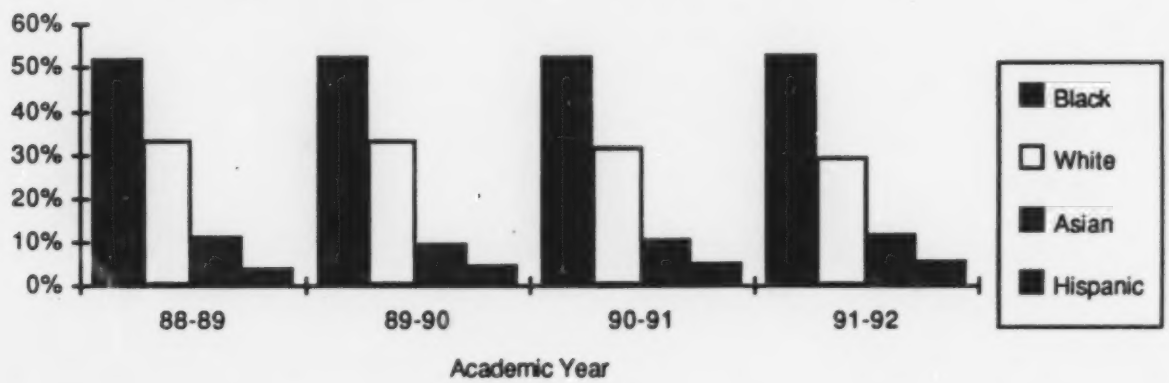
- develop and refine academic skills of students by supplementing their high school program with enrichment classes and summer readings and assignments;
- enhance self-esteem, leadership, and career aspirations through classes, counseling, recreational, social, and cultural supportive activities;
- motivate students to complete high school and college by providing University and business mentors, exposure to a college environment, summer employment, and financial impetus; and
- encourage active parental involvement through ongoing communication and activities for students and their families.

More specifically, these experiences are designed to: enhance the development of reading, writing, mathematics, computer, study, research, and test-taking skills; stimulate critical thinking and problem solving; instill motivation to achieve academic excellence; promote student leadership and role models to other high school students; and raise self-esteem to help ensure high school graduation and improve the acceptance and graduation rates of these students in quality institutions of higher education.

Table 3 presents the racial background of '92 College Bound students participating the Program for each of the years between 1988 and 1992. Across these four years, the percentage of students from four racial backgrounds remained fairly constant with 53% being Black, 30% White, 11% Asian, and 6% Hispanic. Of the ten students who did not complete College Bound, five or 50% were Black, four or 40% were White, and one or 10% were Asian.

Table 3

Percentage of College Bound Students by Race by Academic Year



The Program is staffed by more than dozen University and BPS personnel and other educators interacting together. A minimum of four instructors, the Project Director and/or Assistant Director, and a work study student or graduate assistant are involved in each Saturday session. Two BPS busses transport students to and from the College campus and their designated bus stops throughout the city. College mentors are often seen enjoying lunch with their College Bound students in one of the University's dining halls and once a semester join students for specific activities during a morning or afternoon session. Classes utilize University classrooms as well as the library and the computing, recreational, and other facilities on the campus. (Note Appendix 3, College Bound Student Handbook.)

College Bound not only provides academic support to its students in the critical areas of reading, language arts, mathematics, and science, specifically SAT prep in biology; but the Program also supports students in other ways. A brief description of the support that College Bound provides its students are outlined below.

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The College Bound Mentor Program. Each fall, mentors are recruited by placing flyers throughout the College campus, ads in various campus newsletters and newspapers, by personally contacting different schools within the University, and finally by tapping into various campus organizations, most notably AHANA (African, Hispanic, Asian, and Native American). As a result, undergraduates, graduates, and alumni together are mentors in our program. We also anticipate that College Bound alumni who are students at Boston College will also make up a percentage of our mentors in the future. Mentors act as advisors to students by assisting them specifically in awareness of and in their choices of colleges and the resultant application and financial aid process. The Mentor Program hosts several formal group activities for mentors and mentees annually, at least one each semester. A College Bound staff member works continuously to try to ensure that mentors and mentees have arranged informal lunch meetings at Boston College on Saturdays, and have attended sports and cultural events on campus at other times of the month. Telephone conversations and impromptu meetings between mentors and mentees outside of the campus occur regularly.

High School and College Interaction. Due to the model of shared commitment and shared responsibilities, the interaction between all high school and college personnel takes place on an ongoing basis both formally and informally. Regular meetings with staff assist high school and university College Bound personnel to plan jointly while at the same time discussing the needs of students and what each can do to assist students further. Although College Bound classes are generally held on the college campus on Saturdays, at least once or twice a year Saturday classes are held at one or both of the high schools whereby students visit the high school of their College Bound friends in another part of the city.

In addition to joint planning and the conduct of the Program on Saturdays, the high schools continue to ensure that students who begin to experience academic or other problems are provided with needed tutoring and/or support that assists them to improve the quality of their work and to raise their grades to an acceptable level.

Parent and Community Involvement in College Bound. Parents play an important role in the lives of their children and, therefore, are expected to become involved in College Bound. At least once a year, a major activity is planned on the college campus for the parents/guardians and families of College Bound students. Generally, a cook out and award ceremony is planned on the campus in June. These experiences allow parents and siblings to become familiar with and feel comfortable with being on a college campus and interacting with college and high school personnel on a more informal basis.

Students are encouraged to assume leadership roles in their high schools and in their communities which are exhibited in a variety of ways. All students are involved in one or more clubs and extracurricular activities within their school. At WRHS eight students are National Honor Society members and a number are involved in the Math, Reading, Library, Chess, and Key Clubs. Three students are on the Student Council as well being involved with Peer Leadership activities. One student is a Color Guard, one on the Drill Team, and two are in ROTC. One-third of students are involved in sports activities and teams including football, tennis, softball, wrestling, volleyball, and

four students are cheerleaders. Further, all students have participated in community and civic efforts such as the Walk for Hunger, City Year Volunteer, numerous food drives, and working with the handicapped, the elderly, with elementary school children, and the homeless. A number of students are involved in church-related activities such as being in the choir. It should be noted here that as part of a Massachusetts Educational Opportunity Program grant from the Higher Education Coordinating Council, College Bound students have been awarded points and reimbursed not only for their involvement in the Saturday classes but also for their leadership efforts in their high schools and in the community.

College Bound and each of the high schools working in conjunction with the Boston Private Industrial Council (PIC) place the majority of students (84%) in full-time summer jobs throughout the City of Boston. Many of these jobs have been in local banks, several at Boston College, in law offices, and other professional businesses.

College Bound also communicates to parents, teachers, and other involved individuals and groups through a newsletter that is published quarterly. The College Bound Bulletin relays information on classes, activities, students, issues, and other information relating to academics, college preparation, and student leadership. Further, an Advisory Board of school, college, business, and College Bound alumni provide feedback and support to Program efforts.

E. Project Results

• What did students learn as a result of College Bound? All of the '92 students stated that they were proud to be in College Bound and felt that they had been better prepared than their peers for college. One student stated that College Bound "taught me that college is within reach and how to organize myself." Other students felt that the Program: helped them become both a better student and a better person; taught them how to strive for their goals; to have confidence in themselves and to do their best; and pushed them to make the right choices.

All of the 17 students met one of the key requirements of College Bound —to maintain a B or better GPA in their high school courses. Five or 29% of these students had an A- average with eight or 47% maintaining B+ or B averages. Four or 24% of students had overall GPAs of B-. Students had a 93% rate of attendance in their high schools and in College Bound, their Saturday attendance rate was approximately 95%. Students stated that the most difficult aspect of being in the Program was having to wake up early two Saturdays a month; however, several students stated that "...after several years you get used to it."

Students in both classes state that the Program not only encourages them to improve their academic achievement, but also familiarizes them with a college campus and the requirements necessary for acceptance into a four year institution of higher education. "It showed me what I need to do to prepare me for college." A '94 student says College Bound "...made me realize that I am a leader in many ways." A number of students have stated that as a result of their being in the Program they realize that they are capable of achieving and doing much more than they had originally envisioned. A '94 student espoused the reactions of many students: "The Program

has helped me a lot in many ways. One, by telling myself I can do it, it challenged me. Two, it made me get my grades up." "It helps me a lot in studying and improving me for the future." Students are glad that they were chosen to participate and they believe that what they have learned in the Program will help them in college as well.

• Evaluation. A longitudinal evaluation plan was designed by a faculty member in the division of Educational Research, Measurement, and Evaluation (Note Appendix 4: College Bound Class of 1992: Four Year Final Evaluation). A multifaceted plan of on-going monitoring and evaluation entailed a variety of both formative and summative measures in which data and other information was collected throughout students four years in high school. As they progressed through the Program, various kinds of data were collected each year. Some data reflected formal accomplishments of individual students such as information about courses taken, grades obtained, and attendance in high school and in College Bound.

In addition, a systematic plan for obtaining anecdotal and self-report performance related information from students, teachers, mentors, and parents was implemented. Interviews, both structured and unstructured in format, were conducted on a regular basis with the groups of individuals involved in the Program. These interviews addressed their perceptions of the progress of the Program and sought to uncover critical incidents which reflected the way it's goals were being attained. Program personnel also needed timely information to be used for critical decision making in planning and making adjustments to better meet the needs of all involved. The '92 evaluation reports details "within-cohort comparisons" that ascertain fall to spring semester progress and year-to-year progress of the pilot class of students.

Based on the results of the past four years, it is clear that College Bound has met its goal of providing academic enrichment and support to participating high school students to insure that they successfully graduate from high school and are accepted into a four-year college or university. All of it's students graduated in the top ten percent of their graduating classes. The 15 students who applied to Boston College were accepted and awarded full four-year tuition scholarships. Of the two remaining students, one is attending the University of Massachusetts/Boston and the other is at Salem State College.

College Bound students were more motivated than their high school peers to regularly attend high school as exhibited by their high rates of attendance—93% versus 81% at local community high schools and 91% at the three BPS examination schools. A review of their Scholastic Aptitude Test (SAT) scores indicate that these students as juniors did slightly better on the average than the 1,840 or 68% of graduating BPS seniors taking the SAT in 1991. Table 4 shows the SAT mean results of College Bound and BPS students as compared to State and National averages.

'92 students tended to score higher overall on the math than the verbal section of the SAT. Their range of scores in math was from 280 to 560 with a mean of 448. Eighty percent of these students scored above the mean of their BPS peers in math, while 53% scored above the state and national averages in math. The verbal SAT scores of '92 College Bound students ranged from a low of 250 to a high of 520 with a mean of 342. Sixty-seven percent of the students surpassed BPS seniors and 27%

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scored above the state and national averages. The combined SAT scores of these students ranged from 590 to 1,050 with a mean of 821. Overall, 73% of the students surpassed BPS seniors with 27% scoring above the state and national combined Total averages. Comparisons of SAT scores of College Bound students as juniors with those of graduating seniors throughout the BPS as well as the state and nationally, indicate that the majority of these students are surpassing their high school peers and, although somewhat below, are closely approximating seniors in the state and in the nation as measured by the SAT. Although there is much criticism among educators over the use of standardized tests and how well they identify academic ability, the SAT is used as only one indicator of the overall achievement of College Bound students.

Table 4

Comparisons of College Bound SAT 1991 Results

		College Bound	BPS	State	National
SAT	Verbal	373	342	426	422
	Math	448	403	470	474
	Combined Total	821	745	896	896

Another goal of College Bound is to enhance the self-esteem, attitudes toward education, and levels of motivation of its students. Students consistently report that several benefits of being in the Program is that it helped them to be more self-assured and aware of their own potential and capabilities. This observation was confirmed by many of their high school teachers. Parents also feel that College Bound benefits their children both academically and personally. The extra support helps to keep their children focused, provides a safe place for them to go two Saturdays a month, and gives them the impetus to strive to do their best. It assists and supports students to maintain their grades in order to remain in the Program and to reach their goal of acceptance into a four-year college or university. The full realization of the second goal of College Bound—that of retention in a four-year institution of higher education—will be achieved when these urban students successfully graduate from college and proceed into productive professions or continue their education further.

• Dissemination and plans for continuation. Dissemination of information was an important aspect of College Bound. Articles on College Bound have appeared in local newspapers as well as in University publications which receive national distribution through alumni mailings (Appendix 5). The Collaborative Director discussed the Program at a conference of New England college admissions personnel as has the Collaborative Associate presented a paper on College Bound at the Annual Meeting of the American Educational Research Association (AERA) in April, 1992 (Appendix 6). A number of local and national institutions have contacted Boston College for

information about the Program. An informational video tape was also produced by the Television Studio at Boston College.

Boston College is pursuing funding from a variety of sources to persevere and sustain the College Bound Program. Preparation is underway for a third cohort group of eighth grade students to begin College Bound in the spring of 1994. It is anticipated that 60 new students will be entering the Program to fulfill their dreams of bettering themselves by continuing their education beyond high school.

Further, College and high school personnel are beginning to make plans to meet to discuss the transition from high school to college and looking together at how they can provide the skills students need to succeed in college and beyond. It is anticipated that teachers and college faculty will share research articles and participate in seminars and discussion groups in efforts to bring about school-wide change in what and how high school teachers across content areas attend to their students' needs for increased reading and critical discussion and writing of what they have read as well as making learning and reading more meaningful for students. Personnel from other offices within the University (such as, Student Development, Admissions, Academic Development Center, and AHANA) will also participate in these discussion groups to relate their experiences and issues with urban students entering college and how under-preparedness impacts on the lives of college students.

Based on its results, College Bound has met its goal of providing academic enrichment and support to participating high school students to insure that they successfully graduate from high school and are accepted into a four-year college or university. The Program has positively enhanced the lives of its 17 students who are in college and the 42 students in the Class of '94. The full realization of the second goal of College Bound—that of retention in a four-year institution of higher education—will be achieved when these urban students successfully graduate from college and proceed into productive professions or continue their education further.

The problem of increasing the retention of urban high school graduates once they enter college —as recognized by the College Bound Program— will not be fully resolved until successful strategies provide these students with the skills, perspective and confidence needed to graduate from college. It is in this context that the need to extend opportunities for academic enrichment and support gains, rather than decreases, in its importance. Indeed, such thoughtful intervention increases opportunities for students targeted for direct participation and strategically shakes the assumptions of their peers. No single program can serve as a panacea to the needs of urban school students, but the College Bound Program can provide (and has provided) a successful intervention that increases such opportunity and endows high school students with a sense of greater potential in their lives.

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F. Summary and Conclusions

- Beyond the summary, insights gained as result of FIPSE grant

  1.) Time management and the concept of planning for the future was a more important factor in preparing high school students for college than was anticipated. For example, the majority of participating students tended to:

  — live "day-to-day";

  — have difficulties allocating and prioritizing time for studying and extracurricular activities without parental and/or external supervision;

  — not look at and plan for their future other than continuing their education in higher education; and

  — be unaware of how present behavior impacts and can dramatically effect their future.

  2.) High school teachers due to the wide range of students in their classes tended to have low expectations of their students and did not hold students accountable for turning in assignments on time, for doing quality work, and for challenging and rewarding students for doing more than was required.

- Advice to other practitioners who are interested in College Bound

  1.) The Program is one of shared expectations and commitments between and among all involved institutions and parties —school(s), college/university, parents/guardians, and other agencies and/or institutions. Each party needs to agree to and understand the: goals and objectives for the program, their level of commitment, and the roles and responsibilities of each.

  — The support systems for students need to be firmly in place.

  — There needs to be one key contact person/liaison who is familiar and interacts with participating students within each high school and where there is ongoing, two-way communication.

  2.) The number of students that can be dealt with effectively is an important concern and includes such issues as: staffing, space, facilities, busses and transportation, material needs, resources, and cost.

  3.) Working only with one or two high schools within a large urban public school system over a period of time allows:

  — greater collaboration and communication between high school and university personnel;

— coordination of curriculum, content, activities, support services, and remediation, when necessary;

— the high school(s) to experience a cadre of exemplary students who are not only positive role models to other students, but also contribute to assisting with recruitment efforts and enhance, overall, the high school; and

— the initiation of professional development and school reform as it relates to preparing students to be successful in postsecondary education.

4.) Within the college/university must talk to all departments and groups involved in student support, especially those involved with freshmen, to discuss and determine the strengths, weaknesses, and needs of college students from urban backgrounds and to solicit their involvement in both planning for and in program modules and/or activities.

5.) On-going contact with participating students year round is important to maintain the momentum and expectations within students (e.g., summer readings and assignments, summer research projects, letters and correspondence from the program director and/or staff, a summer newsletter, telephone contact, a planned cultural event).

6.) The curriculum needs to include both short- and long-term programming (e.g., short-term, such as PSAT and SAT prep; long-term, such as reading and study skills).

7.) Nurturing, promoting, and making leadership skills of students in school and the community and summer employment (or activity) two separate components of the program provides students with a better sense of and awareness of themselves, and allows them to be "givers" instead of "takers".

8.) Need to increase the time spent on and start the college application process in the junior year instead of waiting until the fall of the senior year in high school (e.g., obtaining college bulletins, role playing the college interview, visiting college campuses, drafting essays for colleges expect to apply to, begin to fill out college applications).

9.) Encourage and plan assignments around those critical skills students need for success in college, but tend not to use unless it is expected of them (e.g., reading across content areas, critical writing and analytical skills, strong communication skills).

- How ideas changed as a result of "doing" this project.

1.) Plan curriculum, course modules, and student assignments around specific skills identified by university personnel and research as critical for success in college, but students tend not to use unless it is expected of them (e.g.,

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critical reading, writing and analytical skills, reading across content areas, strong communication skills).

2.) The importance of having a combination of high school and university faculty and staff working together to plan and conduct College Bound classes and activities.

— We found that it was crucial to have at least one individual from each of the two high schools directly involved in the orientation program as well as during the ninth grade who could not only respond to students' questions and concerns about entering the specific high school, but was someone students could identify with within their respective high school.

3.) Making provisions for new students who meet the selection criteria into the Program within the first three years of the four-year program to replace students who leave or are dropped from the Program due to a lack of commitment as exemplified through consistently low GPAs and/or erratic unexcused Saturday attendance.

4.) Use of graduate and undergraduate college students along with adult business and professional mentors who are also able to commit themselves for more than one year as a mentor in order to establish more long-term and meaningful mentor/mentee relationships. Some College Bound students felt that they could relate better to a mentor who was closer to their own age.

5.) Throughout all four years of the Program:

— can not "loosen up" on expectations and commitments required of students and all parties involved; and

— must maintain perspective on the long-term goal of the Program as you get involved in it's daily functioning.

6.) External rewards help to maintain the momentum and quality of the Saturday sessions and other Program activities (e.g., student stipends tied to a point system, awards, invitations to be spokes persons for the Program and its benefits, t-shirts, College sweatshirts and back packs).

7.) Boston College guaranteed full four-year scholarships to all College Bound students in this first class who successfully graduated from high school and were accepted into the College. This tuition guarantee made students and their families feel more entitled than if there had been no such assurances.

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APPENDIX I

Boston College Collaborative
School of Education
Hancock House
Chestnut Hill, MA 02167
(617)552-4235

TO: Middle School Principals

FROM: George T. Ladd, Director

DATE: January 31, 1990

RE: New College Bound Class

MEMORANDUM

As you are aware through my recent presentation at the Middle School Principals Association meeting on January 18th, the Boston Public Schools and the Boston College Collaborative are planning to select a second class of students for the College Bound Program. For your information as well as your teachers, students and parents, I have enclosed copies of a brochure which describes this important program.

Informational meetings for students and their parents will be held in each of the East, North and West Zones the week of February 5th. Copies of a flier advertising these meetings have been enclosed and need to be distributed to interested and recommended students to take home to their parents along with a College Bound brochure. College Bound staff as well as a student and a parent will be at these meetings to discuss the Program, to answer the many questions students and their parents may have, and to assist them in filling out the Student Application Form.

Also enclosed is a copy of the College Bound Application Package and multiple copies of the College Bound Student Application form and the College Bound Teacher Rating Form. These forms need to be given to those students you and your staff feel would be the most promising candidates for the Program. As explained in the application information, potential students are those who: are academically motivated, have an overall B average, and in the top 25% of their eighth grade class; are interested in pursuing a college education; may represent the first generation of college graduates from their respective families; and exhibit high effort, good conduct, attendance, and potential student leadership skills. If you need additional brochures, fliers, or any of the forms, please call the Collaborative office and we will send them to you immediately.

A timeline or schedule for the activities associated with the identification and screening process for this second class of College Bound students has also been attached for your information. A completed application packet for a student will include a Student Application form, an Academic Profile, and five Teacher Rating Forms -- one from each of a student's content area 8th grade teachers. <u>These packets must be delivered to the High School Zone Office no later than Friday, February 16th.</u>

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A Screening Committee at the High School Zone Office which will screen the applications and will interview potential applicants and their parents immediately after the February vacation. This Committee will also include one or two middle school personnel to assist in the screening and interviewing process. By March 8th, the recommended student application packets which now include a Student Interview and Parent Questionnaire form will be forwarded to the Boston College Collaborative where the packets will be reviewed and the final identification of students made by March 15th.

Due to the Zone reorganization and the new Student Assignment Process, we are presently soliciting proposals from local high schools interested in being the high school site or sites for this second class of College Bound students. The identification of the site(s) will be made by February 12th. We will notify each of you and the students once the high school(s) has/have been selected. Hopefully, all of the students selected for College Bound will be assigned to one of the designated College Bound high school sites. We will be in contact with the students and provide whatever assistance we can to aid them in the assignment process.

We know that this is a busy time of the year and is falling right before the February vacation. Our timeline is a tight one but we hope that, because you have all been made aware of the Program and the initial recommendation process prior to this point in time, completing the Student Application Packets will be minimally disruptive to you and your teachers. I thank you and your staff in advance for all of their time and efforts in this somewhat lengthy but important selection process for the College Bound Program.

enc

cc: Zone Superintendents
636 Coordinators

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Boston Public Schools and Boston College Collaborative

COLLEGE BOUND

Selection of Second Class of 1994
Timelines

1/31	Wed	Application packets delivered to Zone Offices for distribution to middle schools
2/1 - 2/15		Middle schools identify and complete application packets for each recommended 8th grade student. Forms which must be completed by the middle school for each recommended student include: 1 Academic Profile and principal recommendation form with attendant information 1 Student Application form 5 Teacher Rating and recommendation form: one from each of the 8th grade student's content area teachers
2/2	Fri	High School College Bound Site proposals due in High School and Boston College Collaborative offices
2/6	Tues	Parent-Student Information Meeting: West Zone PIC, 7-8 PM
2/7	Wed	Parent-Student Information Meeting: North Zone Quincy School Cafeteria, 7-8 PM
2/8	Thurs	Parent-Student Information Meeting: East Zone PIC, 7-8 PM
2/12	Mon	High school site(s) certified for new College Bound class
2/16	Fri	Middle schools deliver completed Student Application packets to High School Zone office Attn: Marjorie Joyce
2/19 - 3/7		High School Zone Screening Committee screens applications and interviews potential students and their parents
3/8	Thurs	High School Zone deliver recommended student application packets to the Boston College Collaborative office
3/9 - 3/15		Boston College Screening Committee screens potential student application packets and certifies new College Bound class
3/16	Fri	Boston College Collaborative notifies students, parents and middle schools of student status in the College Bound Program

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EIGHTH GRADE PARENTS

- Does your son or daughter want to go to college?
- Do you want your son or daughter to go to college?

If you feel that your son or daughter is motivated academically and seriously interested in pursuing a college education find out more about how the **College Bound Program** can help your child to achieve his or her goal to go to and successfully graduate from college.

PARENT-STUDENT INFORMATION MEETINGS ON THE COLLEGE BOUND PROGRAM

will be held in the East, North and West Zone Parent Information Centers

East Zone:	Thursday, 2/8, 7 - 8 pm	Campbell Resource Center 1216 Dorchester Ave. Dorchester, MA 02125
North Zone:	Wednesday, 2/7, 7 - 8 pm	Quincy School Cafeteria 885 Washington St. Boston, MA 02111
West Zone:	Tuesday, 2/6, 7 - 8 pm	Irving Middle School/Rear 60 Hawthorne St. Roslindale, MA 02131

College Bound is a collaborative program between the Boston Public Schools and Boston College that offers new opportunities for higher education to urban high school students. College Bound is an enrichment program designed to help students develop the academic and personal skills and attitudes they will need for success in college. Classes are conducted on the campus of Boston College two Saturdays a month throughout the school year during students' four years of high school. Students also participate in a variety of support programs which supplement students' regular high school programs -- student leadership, mentors, summer jobs, academic & personal counseling, recreational and cultural activities, and family involvement.

Participating students must attend one of the designated College Bound local community high school sites.

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COLLEGE BOUND

Established by Boston College in 1988

Fact Sheet

College Bound makes it possible for culturally and racially diverse high school students from two Boston public high schools to receive enrichment and support experiences designed to increase meaningful access to and retention in quality four-year institutions of higher education.

- √ All 17 students in the Class of 1992 are college students —15 at Boston College on full tuition scholarships.
- √ 30 students in the Class of 1994 are attending 23 colleges and universities such as MIT, Syracuse University, Simmons College, Georgetown University, and Florida Tech with scholarships and financial aid awards averaging $17,400.
- √ 60 students are now in the College Bound Class of 1998.
- √ Students have at least a B average and exhibit above average attendance (93%) in high school.
- √ Approximately two-thirds of students are females and one-third male.
- √ Students are multiracial: approximately 54% Black, 25% White, 15% Hispanic, and 6% Asian.
- √ Students come from 12 communities throughout the City of Boston.

College Bound is designed to...

- √ refine the academic skills of students and supplement high school programs with enrichment classes two Saturdays a month during the school year on a College campus and summer reading projects.
- √ increase leadership skills and the role of students in their high schools and communities.
- √ enhance self-esteem and career aspirations.
- √ motivate students to complete high school and college.
- √ provide mentors, exposure to a college campus, and summer employment.
- √ assist in the college application and financial aid process.
- √ encourage active parental involvement.

Program experiences ...*enhance* reading, writing, mathematics, computer, study, library, research, and test-taking skills ...*stimulate* critical thinking ...*instill* motivation to achieve academic excellence ... *help* ensure high school graduation, acceptance, and retention of students in quality four-year colleges and universities ...*promote* a cadre of student leaders who enhance the academic climate and the educational community of participating high schools.

College Bound is *a multi-funded program* dependent on the support and contributions from a variety of business, private, and other sources. Finally, it is also a *partnership with local businesses* that provide financial and other support of benefit to College Bound students.

College Bound is a School/University Partnership effort...

- between the Boston Public Schools,
- its participating high schools —Brighton and West Roxbury High Schools, and
- Boston College.

...a valuable linkage between public education and that of postsecondary education...

College Bound Students Comment

Students state that the Program assists them to:

- √ *maintain higher grades*
- √ *prepare to take tests*
- √ *increase participation in school*
- √ *be organized with good study skills*
- √ *improve self confidence*
- √ *be aggressive academically*

One student commented that he is now aware of many different ways...

"..to approach hard work...[College Bound]*made me feel confident in the things I do and gave me good advice in getting along with the people I know."*

The Program familiarizes students with a college campus and the requirements necessary for acceptance and completion in four-year colleges or universities.

"It showed me what I need to do to prepare me for college."

Students state that as a result of being in the Program they realize that they are capable of achieving and doing much more than they had originally envisioned.

"...has helped me a lot in many ways. One, by telling myself I can do it, it challenged me. Two, it made me get my grades up."

High School Teachers & Parents Comment

"My expectations rose when I saw how willing [College Bound students]*were. More willing to do homework ...even if it is a large assignment."*

"...gave them a sense of identity, it gives them goals and structure."

"...much more motivated than regular students...energetic and constantly asking questions."

Parents feel that the extra support of College Bound...

- helps to keep their children focused.
- provides a safe place for their children to go two Saturdays a month.
- gives them the impetus to strive to do their best.

For information about College Bound contact:

Dr. George T. Ladd, Director
Boston College Collaborative
Boston College
Chestnut Hill, MA 02167
Phone 617/552-4235
Fax: 617/552-0812
E-mail ladd@hermes.bc.edu

College Bound Class of '94: College Applications

College/University	Applied	Accepted	Finan'l Aid	Will Attend
1. A & T	1	1		
2. Alabama A & M	1	1		
3. Alabama State	1	1		
4. Babson College	3	2	$32,000	1
5. Barry University	1	1	$10,000	
6. Bay State Comm. Col	3	2		1
7. Bentley College	3	1	$3,000	
8. Boston College	17	6	$113,600	1
9. Boston University	19	17	$266,526	6
10. Bradford College	2	2	$33,096	1
11. Brandeis University	3	1	$20,000	
12. Brown University	1			
13. Burdette College	1	1		1
14. Castleton State Col., VT	1	1		
15. Clark University	1			
16. Cornell University	1			
17. Dartmouth College	3	1	$17,000	
18. Endicott College	1	1	$7,125	1
19. Fisher College	3	3	$11,200	
20. Fitchburg State University	1	1		
21. Florida Tech	2	1	$21,000	1
22. Franklin Pierce Col., NH	1	1	$11,696	
23. Georgetown University	1	1	$21,000	1
24. Georgia Tech	3			
25. Harvard University	1			
26. College of The Holy Cross	1	1	$24,450	1
27. Howard University	1	1		
28. J. Hopkins University	1			
29. Lasell College	2	2	$2,000	1
30. Mass. Maritime Academy	1	1	$7,175	1
31. MIT	1	1	$28,400	1
32. Mount Ida College	1	1	$7,727	1
33. Northeastern University	13	13	$104,745	3
34. Philadelphia College	1	1	$10,300	
35. RI School of Design	1	1		
36. Sacred Heart University	1	1	$11,375	1
37. Salem State College	1	1		
38. Simmons College	3	3	$38,500	1
39. Stonehill College	3	3	$44,800	
40. Suffolk University	6	6	$53,000	1
41. Syracuse University	2	2	$20,700	1
42. Tufts University	4	3	$69,000	
43. Tuskegee University	1	1		
44. Univ. of MA-Amherst	3	3	$4,780	1
45. Univ. of MA-Boston	8	7		
46. Univ. of MA-Dartmouth	1	1	$2,500	
47. Univ. of New Haven	1	1		
48. Univ. of Vermont	1	1	$20,000	1
49. Virginia State	1	1		1
50. Virginia Tech	2	2	$4,000	1
51. Wellesley College	3	1	$15,000	
52. Western NE College	1	1	$9,115	
53. Worcester Polytech Inst.	1	1	$19,000	
Totals	139	106	$1,063,810	30
Avg. per CB student (N = 30)	5	4	$17,440	

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More About COLLEGE BOUND...

COLLEGE BOUND STAFF includes experienced personnel from the Boston Public Schools and Boston College, local businesses, and the community who are committed to working with students to help them reach their full potential.

COLLEGE BOUND STUDENTS: The seventeen students from the Class of '92 and the thirty students from the Class of '94 are all attending four year colleges and universities with fifteen students attending Boston College on full tuition scholarships. These students from different racial and ethnic backgrounds were in the top ten percent of their graduating high school classes. They maintained a B or better average while involved in a variety of extra-curricular and leadership activities in their high schools and communities. Fifty-five students now make up the COLLEGE BOUND Class of '98.

COLLEGE BOUND STUDENTS SAY:

- *"It taught me that college is within reach and how to organize myself."*
- *"...has helped me a lot in many ways... by telling me I can do it, it challenged me...it made me get my grades up."*

COLLEGE BOUND —a multi-funded program

In addition to the support of Boston College and the Boston Public Schools, the Program depends on assistance from a number of sources annually –institutions committed to urban, high school students. Support has been provided by: the Bank of Boston, Boston Gas, Boston Private Industrial Council, Bull NH, Fleet Bank (formerly, Bank of New England), New England Telephone, Polaroid, State Street Foundation; a Federal grant from the Department of Education, The Fund for the Improvement of Postsecondary Education (FIPSE); Massachusetts State Department of Education, and the Massachusetts Educational Opportunity Program of the Higher Education Coordinating Council; the Harold Whitworth Pierce and Williams E. Schrafft and Bertha E. Schrafft Charitable Trusts; and individual contributions.

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SCHOOL/UNIVERSITY/BUSINESS COLLABORATION

COLLEGE BOUND

a model access and retention program

BOSTON PUBLIC SCHOOLS
AND
BOSTON COLLEGE

FROM: BC SCHOOL OF EDUCATION TO: 202 708 5118 JAN 30, 1995 4:18PM P.05

THE PROGRAM

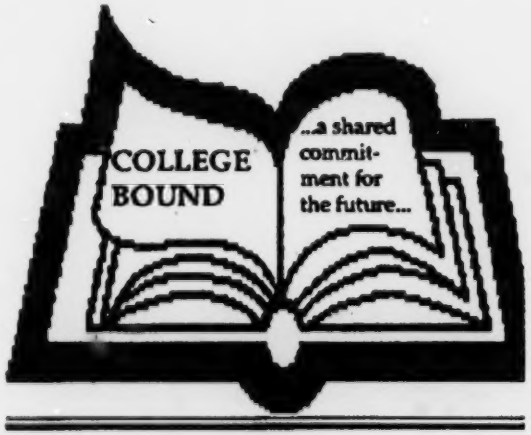
COLLEGE BOUND is...

- A school/university partnership program jointly conducted by the Boston Public Schools and Boston College.
- A comprehensive four-year academic enrichment and support program that offers new opportunities for higher education to a racially diverse group of students from Brighton and West Roxbury High Schools —students who otherwise might not be able to attend quality four-year colleges and universities.
- Designed to help students develop the skills and attitudes necessary to gain admission to and successfully graduate from higher education.
- For academically motivated urban high school students desirous of continuing their education beyond high school.
- A program that demands considerable effort, caring, and commitment on the part of its students, their families, high schools, and Boston Collegeas well as those agencies and institutions who provide financial assistance and other services to College Bound.

ITS GOALS

The COLLEGE BOUND experience supplements and expands the existing high school programs of its students to:

- Sharpen their basic skills with an emphasis in English, reading, and mathematics.
- Improve their ability to write, study, and think critically; take tests; do research; use a library and computers.
- Act as student leaders and role models in their high schools and communities.
- Increase their motivation to learn, develop career goals, and think positively about themselves.
- Prepare them for college and assist in the college application and financial aid processes.



COLLEGE BOUND offers...

...participating students a variety of activities each of their high school years including:

- Two Saturday sessions a month each of the four high school years (September through June) held on the College campus from 9 am to 2 pm.
- Orientation to and familiarity with a college campus.
- Academic counseling and personal support.
- A Mentor Program with University undergraduate and graduate students, alumni, and individuals from local businesses and the community.
- Summer readings, assignments, and special projects.
- Summer employment opportunities.
- Family and community involvement.
- Ongoing communication with parents and participating high schools.
- Recreational, cultural, and social activities.

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